EDUC 3313.060: Integrating Arts and Movement
Semester: Spring 2026
Day and Time: Online
Instructor: Priscilla Gilpin, M.Ed.
Office: BEP 244
Office Hours: Via email or Zoom
Other days and times by appointment only and via Zoom
Email: pgilpin@uttyler.edu (best method to contact instructor)

Interaction with Instructor
My preferred method for you to contact me is via Canvas e-mail or
pgilpin@uttyler.edu. Responses to emails will be made Monday through Friday
within 48 hours unless out-of-office notification has been provided. Please note
that I will not guarantee response to emails during weekends, holidays, or in the
evenings.

Course Description:

This class is designed to give an overview of current theory and practice of an integrated arts and
physical education curriculum for elementary classroom teaching. Subject matter will include
teaching with, about, in, and through the arts and physical education. Students will explore elements
of the arts and physical education and incorporate these elements into exercises and lessons
appropriate for the elementary classroom.

Standards Matrix:

Topic/Objective	Activities	Assessment (including performance-based)	Standards Alignment
Understand how creative activities build critical thinking.	Creative Activities Lesson Planning	**Activity File/ Group work**	TES: 1.A (ii),(iv)
Analyze and implement EC-6 content TEKS to develop measurable learning objectives for activity file.	Exploring the Fine Art TEKS and ELA TEKS. Activity File Alignment activities TEKS.	Presentations Activity File Quizzes	**TES:** 1.B(i),(ii), 1.C (i),(ii),1.D (i) **INTASC: 08**
- Create open –ended activities that acknowledges learning style preferences.	SCAMPER Activity File Small group activities Project Work Presentations	Quizzes Written reflections Rubrics	**TES:** 1.A (ii),(iv) **INTASC: 02** **ISTE: 5b**
Recognize and develop critical thinking skills through the development of open ended lessons and activities.	Bloom's Taxonomy Small group activities Presentations	Observation Written reflections	**TES:** 1.A (i), (ii), **ISTE: 5b** **INTASC: 02**

Create a classroom environment that promotes creativity for learners.	Classroom Floor plan. Article review	Submission of the floor plan.	**TES:** 4.A (i), (ii) (iii),4.B,(i),(ii), 5.A **ISTE: 5c** **INTASC: 03**

Course Objectives:
- To imbue future elementary educators with an understanding and appreciation of the Arts and PE, which they will in turn convey to their own students.
- To explore and experiment, with the aim of creating strategies for elementary teaching which build upon rather than stifle the natural creativity of children.
- To help the student identify her or his own areas of creativity, and to use these strengths in teaching.
- To acquaint the future teacher with traits commonly found among creative individuals.
- To encourage the use of elements of the Arts in teaching across the curriculum.
- To increase self-awareness and comfort with artistic and creative expression in teacher candidates.
- To increase teacher candidates understanding of the connection between creative and critical thinking.
- To understand and demonstrate connections among the arts and between the arts, other subjects matter and disciplines.
- Practice collaborative learning, questioning and problem solving through project-based experiential learning.
- Practice the arts and Physical Education as a tool for holistic experiential learning in a variety of subjects.
- Demonstrate an understanding of multiple intelligences in relationship to artistic and kinesthetic practice.
- Acquaint teacher candidates with TEKS in art, music, movement and physical education.
- Access local and national art and PE resources.

Evaluation and Grading:

1. Performance is accessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, through Zoom conferences and on- line assignments, virtual attendance and professionalism will also be used for assessment purposes.

2. Actively and enthusiastically participate in on-line discussions and virtual small group discussions. You will begin the semester with all points assigned.

Course Evaluation:

Grading Scale

Professionalism (Assignments submitted by due date)	25
Padlet Introduction	10
Reading/Reflection Assignments	105
Discussion Board (4 @ 10 points)	40
Story with Props	25
SCAMPER activity	25
Creative Classroom Environment	20
Activity File	100

Possible total points:350 ---- These points are subject to change and may vary depending on circumstances.

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible (625)}} \times 100 = \underline{\hspace{1cm}} \%$$

90 to 100% = A	80 to 89% = B	70 to 79% = C	60 to 69% = D	59 & Less = F

Keep track of your scores for the course through Blackboard's Student Tools folder.

* Grades below a C do not count toward a certification

<u>Last Day to Withdraw from Courses:</u> March 30th

<u>Turn Around Time for Grading:</u>

- Online assignments and activities: One week

It is my policy not to discuss grades via email. If you need to discuss grade issues, please visit with me in my office.

Teaching Strategies:

The teaching strategies used in this course will be lecture utilizing power point slides, relevant articles, collaborative work groups in application activities via Zoom and and videos.

There is NOT a textbook for this class.

Bibliography

Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience, and school (expanded edition)*. Washington, DC: National Academy Press.

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA:Jossey- Bass.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators.* Cambridge, MA: Harvard Education Press.

Tate, M. (2003). *Worksheets don't grow dendrites; 20 instructional strategies that engage the brain.* Corwin Press: Thousand Oaks, CA.

Tomlinson, C.A. (2014*). The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12.* Portland, ME: Stenhouse Publishers.

Course Policies:

<u>**Attendance Policy**</u>**: Attendance is essential. Points are earned by attending the required Zoom sessions. Each Zoom session is considered a required attendance worth 75 points each. Arriving late or leaving the Zoom session early will be counted as an absence.**

 Please refer to the link on Dispositions:
http://www.uttyler.edu/education/documents/Dispositions.pdf

 <u>Preparation</u>**: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read, allowing you to be prepared to participate fully when in your break- out groups.**

<u>Participation</u>: It is very important that you submit a Fipgrid video and watch the videos provided in this session learners. You are expected to add depth to discussions in the Discussion board assignments. Lack of participation gives the appearance of lack of interest and/or preparation.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple or paper clip pages. Points may be deducted for inappropriate content and form. If you are reading this syllabus, please email me your favorite animal for 3 extra points by July10. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of work turned in.

Timeliness: Complete all assignments by the due date listed in the Modules posted in Canvas.. All assignments submitted in past that date may result in a deduction of points.

Concerns: Should problems or concerns arise it is your responsibility to solicit help. This is done before problems affect your grade, not afterwards.

The use of AI Statement:
UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. **All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code**. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. **You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.**

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology
To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed here.

Assignments:

1. Reading/Reflection Assignments (8@10 points each)

Read and reflect on article readings, videos and websites . You will be required to read the articles and materials assignments. You will be required to reflect on 8 assigned readings, videos and websites. The reflections should be typed, 1 to 2 pages, doubled spaced with 12" font, unless otherwise stated in the instructions. No reflections will be accepted late. In order to earn the total points, you will need to reflect a clear and precise understanding of the topic.

2. **Story with Props and other video assignments**

Each student will present a presentation in the area of Drama- "Story with Props". You will share your book and the props that you created in a link to share with the class. More information to follow!

3. **Discussion Board:**

There will be 3 Discussion Board assignment during the session. You will need to submit a thoughtful response to the questions provided. You will then respond to one other person's response.

4. **Arts and Physical Education Activity File:**

Compile a file box of 28 art activities that can integrated into content areas, and physical education activities for elementary aged children that can be integrated into each of the content areas. You will have 2 activities in each area. Activities for K-2 and 3-6, in EACH category.

TOTAL OF 28ACTIVITIES.

A. Creative Visual Arts - divider

1. Crayons, markers, pencils, chalk, pens

2. Paint, watercolors

3. Sculpting

4. Fabric/Weaving

5. Printmaking

6. Collage

B. Drama

1. Puppetry

2. Role playing

C. Dance

1. Movement with objects

2. Movement with music

D. Music and movement

1. Whole group activities

2. Transition activities – can include rhymes, music and movement, brain

challenges, chants, question of the day, ideas for early finisher.

E. Physical Education: Whole group activities which include:

1. Movement related to a skill development (movement patterns)

2. Aerobic activities

All borrowed materials <u>must</u> be returned or an "Incomplete" will be reported to the university. If you receive an "I" please note that it will convert to "F" in time if the materials are not returned.